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ABSTRACT

This document seeks to enable student teachers to deal more effectively with their cooperating teachers. The student teaching situation can be a time of stress for the student because of the abrupt change to near-professional status, the experience of being closely supervised by another person in foreign territory, and the knowledge that his professional future rests tenuously in the hands of the supervising teacher. This workbook tries to minimize these stresses through a series of activities dealing with the supervising/teaching situation, behavior problems, change, conference sessions, communication, feedback, interaction, and integration. It also contains an open letter to the student teacher about the teaching experience. The workbook can be used in workshops for student teachers and their cooperating teachers or by students who have been assigned to work with a teacher with no prior preparation. (Related documents are SP 007 583 and SP 007 585.) (DDO)

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ENRICHING STUDENT TEACHING RELATIONSHIPS

STUDENT TEACHER EDITION

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by

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and
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WHY THIS TRAINING SERIES WAS WRITTEN---

During the past 25 years, student teaching has expanded from simple college laboratory school experiences to sprawling off-campus enterprises involving public schools and colleges in intricate and sometimes vague relationships. As a product of this period, I have experienced the frustrations and rewards of a student teacher, supervising teacher, college supervisor, and director of student teaching. In these roles I have made a sincere attempt to prepare prospective teachers for the realities of classroom survival. Unfortunately, sincerity alone is not enough for effective preparation and little in the way of practical help has been published.

Relations between supervising teacher and student teacher have been particularly neglected. The off-campus setting has increased the critical nature of this relationship and has made it even more difficult for them to receive the assistance needed. Although this crucial area has received little attention, it often determines the quality of a student teaching experience. Thus, this training series has been prepared to help student teachers establish secure relationships in their unique and demanding role.

G. M. C.

---AND HOW IT CAN BE USED.

We have attempted to prepare a simple, practical guide to improve working relationships. Because we recognize the many differences in programs and in the preparation of student teachers, flexibility has remained a constant concern in shaping this training sequence.

Although there appears to be a sequential logic to the organization of activities, it is not absolutely essential that they be carried out in the order recommended. Neither do we claim that completion of all activities is

crucial to a successful relationship. However, knowledge of and skill in the recommended activities will increase the likelihood of a productive experience.

The amount of time given to each activity may also vary depending upon the setting in which the work is done. Experience has shown that the confidence, personalities, and previous relationships of participants will affect the amount of time allotted to particular activities.

We have identified two settings where student teachers may use these materials effectively:

1. A Workshop or Orientation Conference for Supervising Teachers and their Student Teachers.

   This setting probably has the greatest impact on participants. The opportunity for supervisor-student teams to spend three to five days together establishing a trust relationship, practicing skills and planning for future activities is a potent force for insuring a successful experience. The full range of anticipated relationships and responsibilities can be explored. Even in shorter one- to two-day orientation sessions this information and experience can be beneficial. Unfortunately, the requirements of college and school schedules prevent widespread use of materials in this manner.

2. A Situation Where a Supervising Teacher and Student Teacher are Assigned to Work Together with no Prior Preparation.

   The contents of this training series will probably be used most frequently in this setting. In such a situation, it is recommended that concentrated attention be given to the activities during the first two or three weeks. Individual team members can complete developmental sheet activities at their convenience, thus enabling conference time to be focused on a sharing of the results of

independent work. If this suggestion is followed, short conferences together with informal discussions during the day, will provide sufficient time to complete the recommended activities. Responsibility for completing the activities will be left to the supervising teacher and student teacher. Although a college supervisor can provide encouragement, it is unlikely he will have time to give specific attention to training activities similar to those offered in this series. However, experience has shown the materials to be suitable for team members with no prior preparation. The training sequence can provide structure for organizing a systematic conference schedule and can serve as a guide for enriching student teaching relationships.

E. K.

AN OPEN LETTER TO STUDENT TEACHERS

Student teaching is one of the most important elements in a prospective teacher's preparation. Probably no other course or experience will have a greater impact on your development. During this term, you will have an opportunity to test the theoretical concepts of your teacher education program in the concrete setting of a classroom situation. From this experience should come a refinement of insights concerning teaching and the development of your individual teaching style.

At this stage of your professional preparation, you should have achieved some measure of competence in:

1. Understanding children's interests, problems, and developmental patterns.
2. Formulating assumptions regarding the teaching-learning process.
3. Developing appropriate teaching strategies.
4. Subject matter content in your area of specialization.

Although your knowledge may be largely theoretical at this time, your competence will be greatly enhanced during this term.

Your supervising teacher and college supervisor are eager for you to succeed. Do not hesitate to seek their advice and assistance. To ease the transition from college student to classroom student teacher, the following general suggestions may be helpful:

1. Become familiar with and observe school regulations. Your supervising teacher can provide you with a copy of school regulations. Generally you will be expected to observe the same rules as regularly employed teachers.
2. As quickly as possible, learn the physical layout of the school. This knowledge will help immeasureably in making you feel a part of the staff.
3. Practice regular attendance and promptness in reporting to assignments. In case of illness, absence or unavoidable delay, notify your supervising teacher.

4. Remember your supervising teacher is legally responsible for the classroom. Although you sometimes may not agree with all that occurs, you must realize the teacher has this responsibility. You should feel free to question the supervising teacher regarding reasons for procedures in particular situations.

5. Build an atmosphere of mutual respect with both pupils and supervising teacher. If you expect the respect of others, you must be willing to reciprocate.

Generally student teachers spend the initial phase of their assignment getting acquainted with school routine and observing classroom procedures before assuming responsibility for instructional activities. If this practice is followed, you may wish to use your time in the following way:

1. Learn the names of pupils in your class and other staff members in the school.

2. Become familiar with the classroom schedule and routine.

3. Assist your supervising teacher in routine, non-teaching tasks as the opportunity arises.

4. Observe the instructional strategies of your supervising teacher and the classroom management techniques employed.

5. Seek to learn as much as possible about the community in which your school is located. A knowledge of the economic, social and physical environment in which you work can be useful.

6. Within the limits of your supervising teacher's schedule, seek to establish conference times to discuss your questions. This training series should serve as a valuable tool for creating a positive relationship with your supervising teacher and provide a focus for discussions in the initial stages of your experience.

After becoming familiar with the daily routine, you will probably begin to assume responsibility for brief periods of teaching. As confidence is developed, these responsibilities will be increased. The rate at which this is done will vary; however, your competence and confidence will be important determining factors. Although you are probably fully aware of the following points, a reminder may be in order:

1. Plan carefully and thoroughly for each teaching assignment. Written lesson plans are important for beginning teachers.

2. Lesson plans should contain more material than you expect to use.

There are no moments so seemingly eternal as those in which you stand before a class not knowing what to do next.

3. Consider what you know about how children learn. Often pupils are less impressed by how much the teacher knows than by what they, the pupils, don't know--and want to find out.

4. If possible, discuss your plans with your supervising teacher before the period begins. By doing so, you may spare yourself some unhappy moments.

5. After teaching each lesson, take time to evaluate what you did. Your supervising teacher will share in evaluation procedures during conferences. Activities in this training series are designed to assist in making these conferences productive. If audio or video recorders are available, make it a practice to record your performance so you can get realistic feedback.

Your college or university has undoubtedly provided you with an evaluation form. It is important that you and your supervising teacher use this form as an evaluative guide during the student teaching term. To obtain maximum benefit from it, you might consider the following suggestions:

1. Your professional competence will be enhanced by continuous and honest evaluation. Don't wait until near the end of the term to look at the form; discuss the evaluative criteria regularly and openly with your supervising teacher.

2. Since the evaluation form obviously contains those items considered by your institution to be important to your success as a teacher, use it as a guide, where applicable, in planning your activities and teaching strategies.

3. The form can be used effectively as a checklist to determine the range of experiences recommended by your institution.

4. You may find it a useful tool for continuous self-evaluation. It may be especially valuable if you find your supervising teacher cannot give as much time for your conferences as you desire.

Student teaching should be the most exciting and rewarding term of your teacher education program. Unfortunately, if misunderstandings and confusion exist, it can be frustrating and discouraging. These suggestions and the recommended activities that follow can provide for increased understanding and honest communication. May your experience be enriched by their use.

G. C.

E. K.

ACTIVITY 1: THE SUPERVISING-TEACHING SITUATION: Expectations

A. Objectives:

1. The supervising teacher and student teacher will develop independently a descriptive list of expectations for the student teaching term.

2. The team will meet together to discuss these expectations for the student teaching experience.

B. Developmental Process:

1. Student teacher reflects on expectations for the term

2. Developmental Sheet #1 is used to list the expected outcomes

3. During conference expectations are compared and discussed to determine mutual goals and areas of difference

4. Ground Rules: Listen to the other person and try to understand what is being said. Value judgments should not be placed on statements or opinions. Ask for clarification or elaboration when you are not certain about statements made, e.g., "When you speak of relationships, are you referring to ours or those we develop with the pupils in the classroom?"

C. Materials:

Developmental Sheet #1: Focus on Expectations

D. Ideas: Focus on Expectations

Your team is beginning to learn something about each other. You and your supervising teacher have brought to this situation certain perceptions and expectations about teaching roles, classroom responsibilities, pupil behavior and working relationships that will be established.

Both of you have expectations of what is going to happen in the next few weeks. Your supervising teacher's expectations may be based on previous experiences as a supervisor or may even go back to her own student teaching experience. What are your expectations as a

student teacher in regard to the relationship you wish to establish with your supervising teacher and pupils? You may have expectations colored by the anxiety of anticipated experiences yet to be initiated.

Anticipating the unknown can often cause fear and anxiety. The sharing together of what you both are feeling or expecting will help dispel your private fears.

While you are being asked to describe your present feelings, your supervising teacher will recall some of the feelings and significant learning experiences of her student teaching term and will list expectations for the present relationship.

Some responses that have been given in the past by supervising teachers are:

1. When I took student teaching, I was afraid, nervous, insecure, unprepared, frustrated. I didn't know what to expect. We didn't have any particular training of this type.

2. During this term I expect we'll have some good times and bad. I want my student teacher to have all the experience she can get, but I don't want her "thrown to the wolves" like I was. I expect her to accept responsibility and act like a teacher and not one of the kids.

Some responses that have been given by the student teachers before are:

1. I have fears about the kind of relationship I will establish with the kids. I would like to be accepted as a teacher but I also want to be a friend. Working with 35 children is different from babysitting for two. This will be a completely new experience for me.

2. I have a certain amount of fear, but at the same time, I'm very eager for this because I see it as a learning experience. I want the criticism I know I'm going to get, but I see it as very hard and painful, too. But I see it as a good thing.

DEVELOPMENTAL SHEET #1: FOCUS ON EXPECTATIONS

My expectations for the term:

My Supervising Teacher's expectations for the term:

ACTIVITY 2: BEHAVIORS: Pinpointing Individual Action

A. Objectives:

1. The supervising teacher and student teacher will each identify behaviors that will enhance or inhibit effective interaction.

2. The team will meet together to discuss and clarify responses.

B. Developmental Process:

1. Think of behaviors that will have a positive or negative effect on your relations with your supervising teacher.

2. Be specific in denoting behaviors. Can you see a person acting in this manner? What is the action?

3. List these behaviors on Developmental Sheet #2.

4. Share these with your supervising teacher during conference time.

5. Ground Rules: Remember, do not evaluate the shared perceptions. Seek to listen and understand what your supervisor is saying. Have clearly in mind what you want to communicate and how you will present your ideas. Increased understanding may be gained by asking for clarification ("Would you tell me what you mean by . . .?") and elaboration ("Tell me more about. . .") and by asking probing questions ("What do you think about. . .?").

6. Spend about 30-45 minutes together discussing listed behaviors. Determine similarities and differences in outlook. Jointly develop a list for mutual attention.

C. Materials

Developmental Sheet #2: Focus on Behaviors

D. Ideas: Focus on Behaviors:

Since interpersonal relations is a basic concern for persons in any working relationship, the first part of this training sequence will emphasize the development of an open communication system between you and your supervising teacher. Because these interactions will be important throughout the training experience, this initial emphasis on interpersonal relations sets the stage for subsequent activities.

As a student teacher, you and your supervising teacher will be spending a good deal of time together this semester. You and your supervising teacher will do things that improve or hinder your working relationship. Given the nature of these complex involvements, what are some behaviors that would inspire you to perform better or would actually inhibit you? Begin to formulate some ideas in your own mind of particular behaviors that are facilitating or inhibiting to you and ways to describe them accurately to another person.

Many people tend to be general in describing these behaviors; however, the more specific the description, the more helpful. An example of a positive statement that is too general might be: "neatness." This could refer to either personal grooming or classroom housekeeping. A clearer and more specific statement might be: "I like for people to wear clean clothes that fit well."

An example of a behavior that is negative is: "Irresponsibility." This is rather general, and might be made more specific by saying, "Failure to follow through on plans."

You will think of many examples of behaviors that will affect the quality of your student teaching experience. Your supervising teacher will compile a separate list to share with you. An early understanding of the other person's feelings can facilitate a productive relationship.

DEVELOPMENTAL SHEET #2: FOCUS ON BEHAVIORS

STUDENT TEACHER

POSITIVE BEHAVIORS	NEGATIVE BEHAVIORS

SUPERVISING TEACHER

POSITIVE BEHAVIORS	NEGATIVE BEHAVIORS

ACTIVITY 3: PROBLEMS: A Method of Handling Situations

A. Objectives

1. The supervising teacher and student teacher will define a problem from the case study situation.

2. The team will describe two alternative solutions for the defined problem.

B. Developmental Process

1. Read the case study before your conference with your supervising teacher.

2. Identify the problem, listing as much information as you can and then decide on alternative solutions.

3. Spend about 30 minutes of your conference time discussing your separate analyses, the points you have in common and differences in perception.

4. Write your statement of the problem and solutions on Developmental Sheet #3.

5. Discuss whether or not your solutions can be operationalized.

6. Plan how you might use this model for problems that may arise during the term.

C. Materials

1. Case Study #1: FOCUS ON PROBLEM-SOLVING

2. Developmental Sheet #3: FOCUS ON PROBLEM-SOLVING

D. Ideas: Focus on Problem-Solving

Sharing a teaching role as a student teacher is a unique experience which at times can be filled with frustration. Lesson plans, pupil management or teaching strategies may at times have to be done in ways that may not be completely to your liking. Also, your limited experience may cause you at times to question the validity of your own ideas and behaviors. Thus, student teaching is a time to acquire experience and first-hand information about teaching and

your ability as teacher. You probably anticipate some problems but hope none will occur.

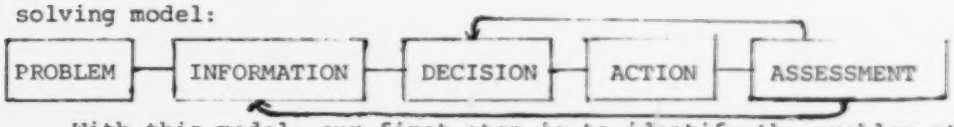
Realistically, it would be helpful if you could develop the attitude that with any learning experience situations inevitably arise where people's opinions vary or available information conflict. Undoubtedly it will be a more enjoyable term if you and your supervising teacher can develop a collaborative relationship where problems can be dealt with as they arise.

A systematic way of handling problems can be beneficial to you both. The problem-solving model described in this activity is one that calls for defining problems, acquiring additional information, determining solutions, acting on the decisions made, and then assessing the results of your actions. To describe the model, let's apply it to a hypothetical student teacher situation. Consider the case of "Connie's Conflict:"

> Connie Byers was in her third week of sixth grade student teaching. For a year she had looked forward eagerly to working in an inner-city school. She had taken a special course to prepare her for the assignment and had spent the summer as a tutor in a community center in the neighborhood.
>
> Miss Cullison, her supervising teacher, had accepted Connie in the same reserved manner she employed with her pupils. She had taught school for twenty-one years and had watched the school population in her community change as the large homes were sold to absentee landlords and divided into small, profitable apartments. She tended to remember nostalgically the "days when things were different."
>
> Connie had made a special effort to know the pupils. The students seemed to like her. In fact, a number of students had made comparisons between the way she did things and the way Miss Cullison taught, and they preferred her way best.
>
> One child, Ann, interested Connie especially. A quiet child with no apparent friends in the class, Ann had formed a close attachment to Connie. In one conversation, Ann confided that she was planning to run away because nobody at home or school cared anything for her. Connie immediately reported the incident to Miss Cullison and proposed a conference with the mother. Her

supervising teacher told her the mother was an agitator who would blame the school and cause trouble. She advised Connie to forget the incident and let the matter drop.

Let's examine this case study using these stages of the problem-solving model:



With this model, our first step is to identify the problem at hand. Problem identification can be done individually or jointly with associated persons.

In this particular situation, one could focus on two possible areas for problem identification. Should the primary area of concern be the relationship between supervisor and student teacher or the pupil's welfare? The actual area of confrontation has been the student teacher's concern for a pupil, therefore logically this should be the problem focus. The other problem, supervisor-student teacher competition for pupils' support, may be a "hidden agenda" and ultimately need attention if it is influencing interaction and decision-making.

For this particular situation, Connie would be the one to initiate problem resolution since she is the one who sees the pupil's comment about "running away" as an issue that must be dealt with. During the first phase of problem-solving, Connie would try to state clearly what the problem is. She should consider factors such as the strength of Ann's statement, her own inexperience in working with children, the classroom climate and changes needed to meet this child's needs. Her own relationship with Ann, her relationship with the supervising teacher, home conditions, the willingness of parents to work with the problem, and the amount of energy and expense she is willing and able to give to this particular

problem are also considerations.

The above factors help to determine the parameters of the problem and pertinent information needed for prescribing solutions. If she solicits the supervisor's help, she may find it necessary to deal with another problem, their own relationship. If she chooses to act alone or to ignore the pupil's comment, she will need to consider the consequences.

If, however, it is possible for the two teachers to work collaboratively on the problem, a most desirable approach, it then becomes necessary to decide on a course of action for implementing their decisions. As actions are taken, they jointly can evaluate the results.

The prescribed model is cyclical in that should the decided solutions prove inoperative or should they uncover a larger problem, then decisions need to be reconsidered or more information may be needed in light of the newly discovered facts.

Suppose the teachers decide to discuss the situation with the mother and find her most willing to work with them. They would then need to decide how they can all work together on the problem. Or suppose the mother is uncooperative. They might then decide to work primarily with Ann, seeking to develop a feeling of trust and support. The cyclical nature of the model suggests that sustained efforts are needed in gaining as much understanding as possible in resolving problem situations.

CASE STUDY #1: FOCUS ON PROBLEM-SOLVING

Jim Rhodes was extremely eager to try his hand at teaching, and during the first semester of his senior year he would have his chance. He had been assigned to an eighth grade classroom as a student teacher with Mr. Wilson, who taught English and social studies. Jim's program called for him to spend mornings in Mr. Wilson's classroom, and afternoons at the college for course work.

Jim enjoyed learning, and he was an excellent student. He was the kind of probing, questioning young man whom most professors liked having in class. He contributed frequently to class discussion, and his comments and questions were relevant and thought-provoking.

On the day that Jim began his student teaching, Mr. Wilson greeted him at the classroom door, and they talked together before the youngsters arrived. "I think you'll find both of the eighth grade classes good to work with, Jim," said Mr. Wilson. "They're interested and eager, and they've been looking forward to your arrival. Seems that they had a student teacher last year in the seventh grade whom they liked a great deal. I've never worked with a student teacher before, as you may know, but I'm looking forward to these twelve weeks as much as the youngsters. I hope that we can really work as partners rather than as head teacher and assistant teacher. I'd like you to share any ideas and suggestions you have, and I'll do the same with you. I've heard good things about you from the college, and I know that you're a capable person. Now, for this first morning, you'll just want to observe and get the feel of things. Here are the seating charts, and I thought you could make your headquarters right over here at this extra desk. You can walk about whenever that seems appropriate--when we're writing, for instance--and I hope that you'll begin to join in our discussions whenever you have something to say. Jot down anything you want to ask about, or any ideas you have, and we can discuss

things at lunch. Just make yourself right at home."

And so began Jim's student teaching--quite auspiciously, he thought. He liked Mr. Wilson right away, and he liked being treated as a coworker. Jim observed intently that first morning, and by noon he knew almost all of the children's names, and had taken many notes on the various classroom activities.

At the end of the morning, Jim and Mr. Wilson went to the school cafeteria, and after they had taken their lunch trays to a table, they talked about the college. Mr. Wilson was working on his doctorate, and they discussed some of the faculty members with whom they both had courses. Finally, Mr. Wilson turned the discussion to the morning's activities.

"Well, what did you think, Jim? Any comments or thoughts about this morning, or are you still just getting used to us?"

Jim had a ready reply. "I do have a few ideas which I noted down," he said as he opened his notebook. "For instance, during the current events periods, I really didn't think the kids were discussing the news on quite the level that they might have. So I thought it might be a good idea to do something with newspaper study--you know, what the job of a good newspaper is. It would be perfect too, for combining social studies with the concise expression of ideas in their composition work. There are lots of ways we could approach it--have them look at samples of different newspapers and categorize the types of news, note how the same news is expressed differently in different newspapers, and so forth. Then too, and I really like this idea, how about subscribing to <u>The New York Times</u> at student rates, and having both classes spend the first half hour or so of the period reading the paper? That could be invaluable. I'm very interested in all the possibilities in that area.

"Then," continued Jim, "I was kind of surprised, if you don't mind my

saying so, at your teaching the parts of speech in the old-fashioned way. We've been doing a lot with structural linguistics at the college, and I think it's great. We know that nouns aren't names of persons, places and things, and that verbs aren't action words. Youngsters should be helped to understand the structure of their language, and if we tried doing something with them like discovering the properties of a noun, I bet they could come up with the fact that a noun is a word that can be made plural, can take an article, and can be made possessive. That would mean more to them, and be more helpful, than the old warmed-over Latin grammar.

"Another idea I thought of has to do with book reports. I was looking over that folder of book reports you gave me, and I have some suggestions for variations on <u>that</u> old theme! I thought--but look at the clock! It's almost time for my afternoon class, and I know you have to get back, too. I thought this morning was terrific, and I can hardly wait until tomorrow."

"Well, I can hardly wait myself!" said Mr. Wilson as they rose from the table and prepared to leave the cafeteria.

DEVELOPMENTAL SHEET #3: FOCUS ON PROBLEM-SOLVING

1. The Problem

2. Additional Information

3. Alternative Solutions

ACTIVITY #4: CHANGE: Direction and Determining Factors

A. Objectives

1. The supervising teacher and student teacher will attain a working knowledge of the Force-Field Analysis Model for effecting change

2. Team members will utilize this Model in analyzing problems

3. The supervising teacher and student teacher will discuss future use of the model in effecting change

B. Developmental Process

1. Develop a working knowledge of the Force-Field Analysis Model

2. Case Study #1 from Activity 3 can serve as resource material for applications of the model

3. Analyze the case study using Developmental Sheet #4 and be prepared to discuss your results with your student teacher during conference

4. Spend part of your conference time using Force-Field Analysis to analyze a problem situation you both agree needs changing

5. Discuss how this model can be used in the future for effecting change

C. Materials

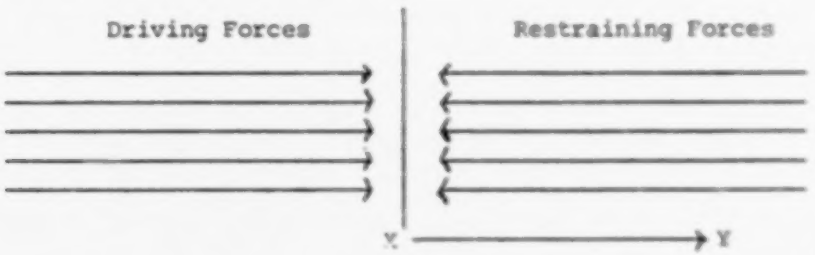
1. Case Study #1 from Activity 3

2. Developmental Sheets #4a and #4b: Focus on Change

D. Ideas: Focus on Change

Having at one's disposal a number of tools to use in understanding a problem area will facilitate effective handling. As we discussed in the previous activity, the supervising teacher-student teacher relationship contains many potential areas for conflict. When dealing with a problem, how does one decide what is best in view of all the forces impinging on the situation? What change needs to occur and in what direction? What particular factor can best be manipulated to bring about the most beneficial result?

The Force-Field Analysis Model, a model for effecting change, provides a way of looking at significant helping and hindering forces acting on a situation. The model is based on the assumption that any situation, whether pertaining to an individual or a group, is held in a particular place by a balance of forces. Within the situation there are forces driving toward a change in status while at the same time there are restraining forces of equal strength inhibiting this movement. The schematic drawing below demonstrates how one might perceive a situation (X) and relevant forces maintaining its present equilibrium.



When the opposing forces are balanced the situation is described as "frozen." To bring about change to a new position (Y), it is necessary to "unfreeze" the present balance.

Two possible strategies are available to bring about change. First, it is possible to produce change by increasing the driving forces. This is perhaps the most commonly used but least effective method. Adding forces to a balanced system increases tension within. In a supervisory situation, the use of status, authority or coercion is frequently accompanied by feelings of hostility, rebelliousness and subversion. Such feelings will not foster a pleasant association.

A second strategy for effecting the same change is to reduce restraining forces. Lessening the forces inhibiting change without diminishing the driving forces causes movement toward the desired

goal. The "unfrozen" situation moves to a new position where forces become balanced again and thus "refreezes." It is significant to note also that reducing restraining forces results in a reduction of tensions within the system and presumably enhances interpersonal relations.

To illustrate more clearly the use of this model, take another quick look at the case study, "Connie's Conflict." See if you can begin to delineate some of the forces at hand in the problem of trying to help Ann. What are some of the driving forces that will lead to Ann's receiving the special help Connie believes necessary? We might begin to list them:

1. Connie's interest in Ann
2. Humanitarian concerns of educators
3. Desire for successful relationships
4. Desire for success as a teacher

Some of the restraining forces are:

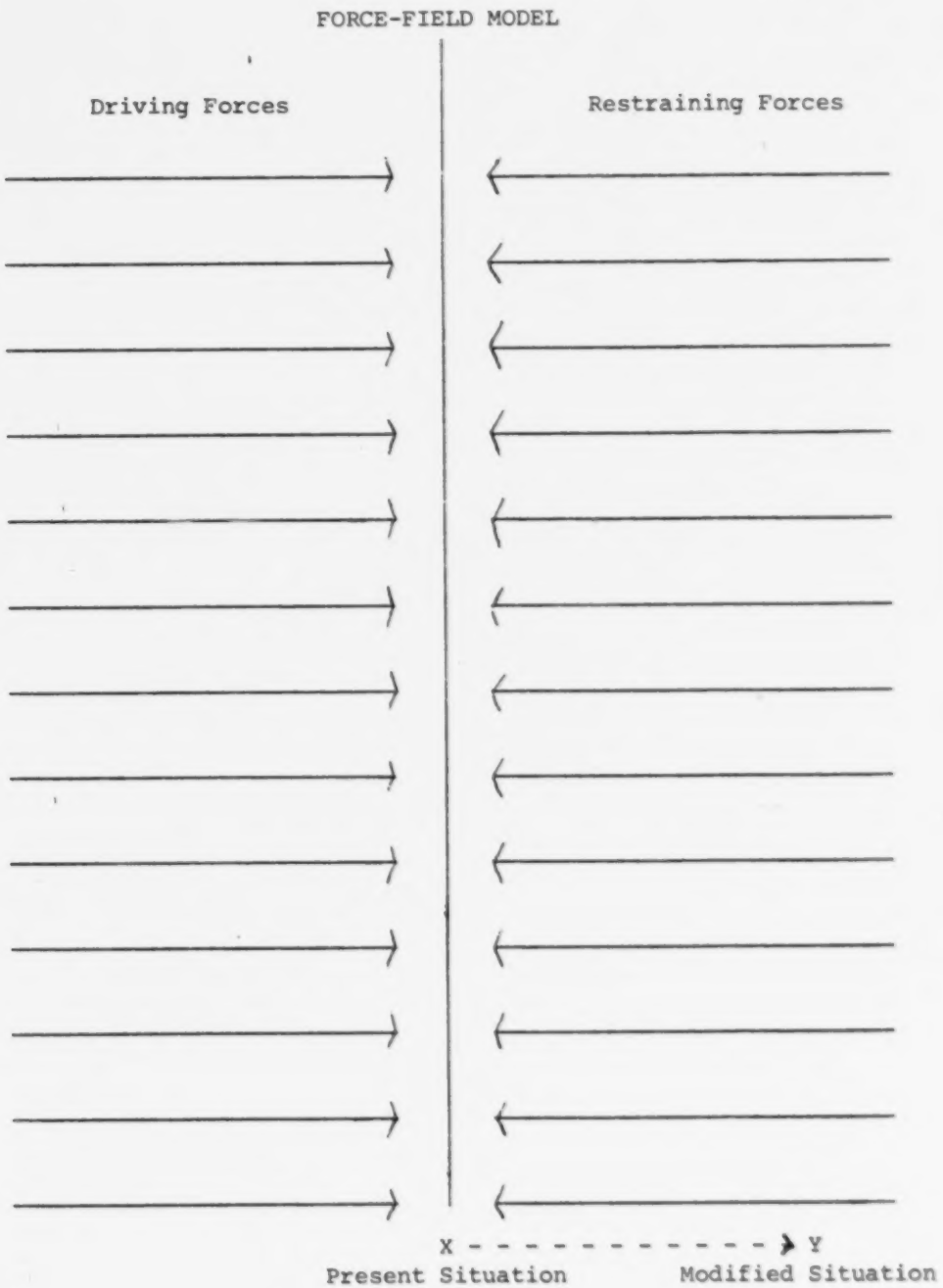
1. Miss Cullison's insecurity in the face of a changing community population
2. Connie's overzealousness
3. Teacher competition
4. Connie's inexperience in functioning in an unfamiliar environment
5. Uncertainty about parental support
6. Uncertainty about the strength of Ann's statement

To direct change toward Ann's getting the special attention needed, Connie might choose to force the issue. She might (1) openly shower Ann with increased attention, (2) threaten to go to the principal and enlist his support, or (3) develop lesson plans designed specifically to meet Ann's interests and needs. All of

these would increase the momentum toward helping Ann. They also have the potential for causing a rupture in her relations with the supervising teacher.

To "unfreeze" the balance and enable the system to move without increasing tension, she could (1) seek to assist Miss Cullison in becoming more secure by demonstrating her efforts to understand, (2) insure that their relationship is cooperative not competitive, (3) become familiar with possible sources of assistance appropriate to the situation and acceptable to the supervisor, or (4) try to ascertain the strength of Ann's threat. Reduction of restraining forces is more likely to allow the situation to move in a desired direction without increasing tension.

DEVELOPMENTAL SHEET #4A: FOCUS ON CHANGE
(FOR USE WITH CASE STUDY FROM ACTIVITY 3)

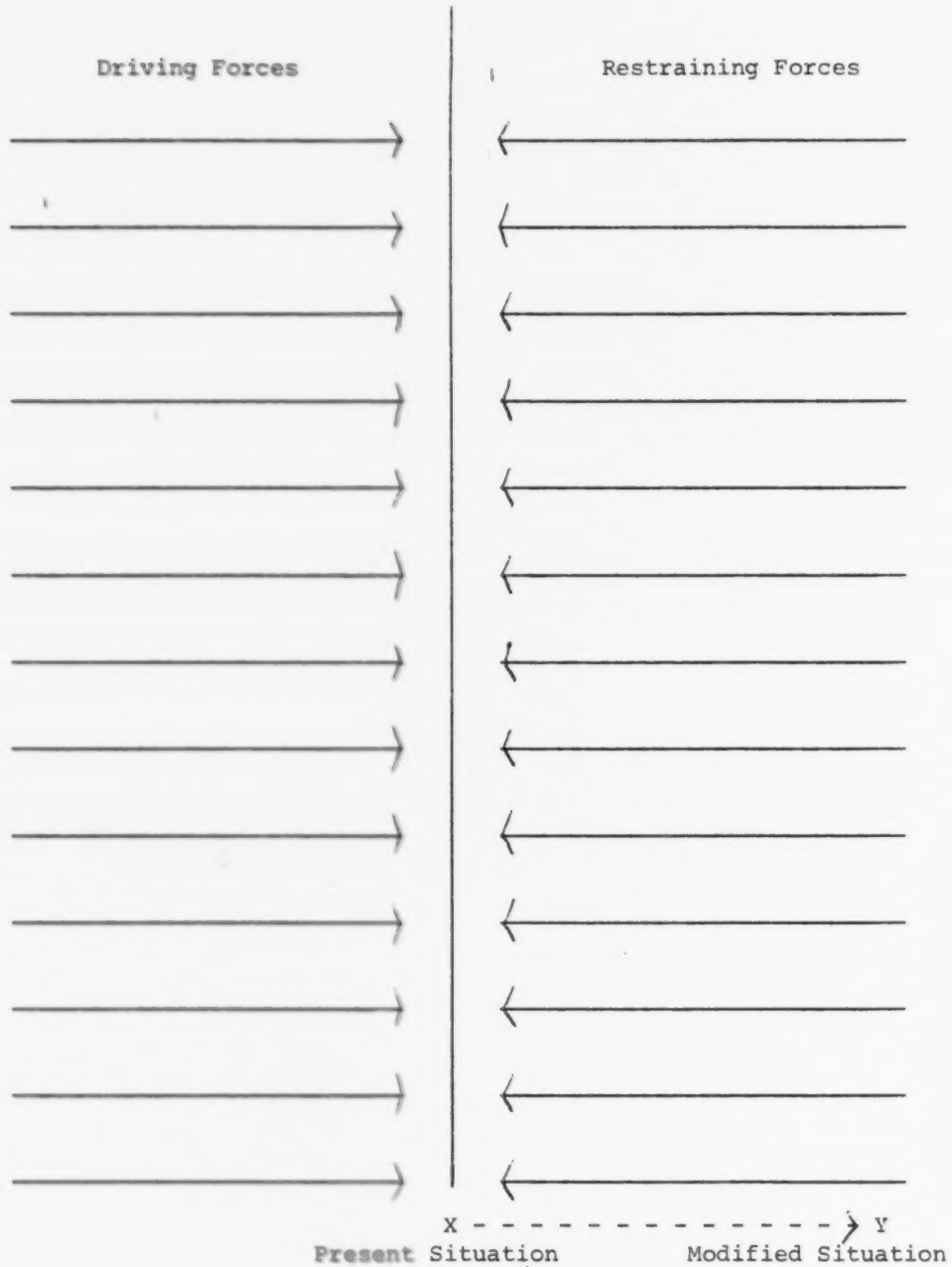


X - describes the present situation

Y - represents the goal to be attained or the direction of change

DEVELOPMENTAL SHEET #4B: FOCUS ON CHANGE
(FOR USE WITH PROBLEM SUGGESTED BY PARTICIPANTS)

FORCE-FIELD MODEL



X - describes the present situation

Y - represents the goal to be attained or the direction of change

ACTIVITY 5: CONFERENCE: A Mutual Look at Relations

A. Objectives

1. The supervising teacher and student teacher will be able to identify behaviors specific to each of three types of conference relationships.

2. Team members will evaluate audiotaped conference sessions using a behavioral rating scale.

B. Developmental Process

1. Examine the three conference styles and note the behaviors characteristic to each.

2. Become familiar with the rating scale for conference behaviors.

3. During conference, discuss with your supervisor the three styles of conference and behaviors characteristic of each. Also discuss the rating scale.

4. During a portion of the conference, practice behaviors characteristic of an interactive conference. You may use the content in Case Study #2 or that from your own experiences.

5. Audiotape this portion of the conference.

6. Analyze this conference segment according the rating scale for the interactive conference model.

C. Materials

1. Case Study #2

2. Conference Rating Scale

   a. Student teacher perceptions of own behavior
   b. Student Teacher perceptions of supervising teacher behavior

3. Audiotape for recording and playback

D. Ideas: Focus on Conference

In the previous activities, you have had an opportunity to share your goals and expectations for the term and discuss techniques that might help you work together to achieve these goals. You already have some idea of the necessity for a close working relationship in the weeks ahead.

Much of the time you will have brief informal discussions whenever there are a few free moments. However, there is also a need for regularly scheduled conferences where you can spend time discussing plans and evaluating activities.

The frequency and length of these scheduled conferences will vary in individual situations and will depend upon a number of factors such as:

1. Whether you are an elementary or secondary teacher.
2. Your non-curricular assignments.
3. Your non-school responsibilities.
4. The perceived need for such conferences.

Generally such conferences are held more frequently early in the term and give way to more informal conversations as the relationship becomes established.

In this activity, we are again concerned with the relationships that are developed. Although your supervising teacher will probably assume a leadership role in these conferences, you should also share responsibility for building positive conference relations.

Probably the first prerequisite for a scheduled conference is that there is something to discuss. The activities in this series provide a focus for initial meetings. When you come together, you have a definite topic to consider.

Once there is a mutually-understood reason for meeting, interpersonal relations become important. What kind of interaction do you want? Conference styles may be divided into three types. Let's take a look at each:

1. Supervisor-Directed Conference

   This style is frequently used in supervisory confer-

ences. Studies indicate that supervising teachers talk about 65 per cent of the time during conferences. Since the student teaching term is short and there is so much to do, it is understandable that your supervisor might be tempted to use this style. Student teachers often encourage this approach. Realizing their inadequacy and desiring to please, students are sometimes hesitant to make suggestions or disagree with their supervisors.

It is also possible that some supervising teachers feel a need to mold the student in their image; hence they insist that their directions be followed without question. Others have developed successful techniques and, out of a desire for their student to succeed, unconsciously exert gentle but persistent pressure on the student to accept their point of view. Their efforts provide a high degree of certainly but little room for student teacher creativity. Whatever the reasons, certain behaviors can be associated with both supervisor and student in a supervisor-directed conference.

Supervising Teacher	Student Teacher
Supervisor dominates	Student teacher is passive
Supervisor does most of the talking	Student teacher is sensitive to own inadequacy in knowledge and experience
Gives directions	Has few ideas and makes few suggestions
Expects student teacher to accept her point of view	Agrees with supervisor unfailingly
Tries to mold student teacher into own image	May become increasingly dependent on supervisor
Critical of student teacher	Hesitant to ask questions
Doesn't listen to student teacher ideas	May become hostile and resist supervisor's directiveness

2. Non-Directed Conference

Sometimes supervising teachers, not wanting to be labeled authoritarian, will over-react moving to a laissez faire type of conference behavior. There could be a number of reasons for the decision to adopt this conference style.

Some teachers may be unsure of their relationship with the student and other college personnel. In such cases, it is doubtful that a supervising teacher will take the risk of alienating college personnel by assuming a strong leadership role. A few teachers view a student teacher as someone to provide relief from a heavy teaching load and offer little in the way of guidance. Other teachers may feel uncomfortable in the presence of a bright young person who has had training in all the latest techniques espoused by professional education courses. The danger of suggesting techniques which may be obsolete in the view of the latest textbook theory can be a real threat.

Out of a sincere desire to encourage rather than deflate a student teacher's feelings, some supervising teachers will praise indiscriminately, use vague supportive generalities, but fail to point out weaknesses or suggest alternative strategies for possible improvement that are so necessary to a student's growth. One of the most frequent criticisms made by student teachers regarding conferences is that supervising teachers fail to provide constructive criticism of teaching behaviors.

Although this conference style is unlikely to result in conflict between team members, it is also unlikely to produce significant growth. The student teacher is often unsure of the progress being made. We may characterize behaviors inherent in this con-

ference in the following way:

Supervising Teacher	Student Teacher
Makes few or no suggestions	Works with a large degree of uncertainty about performance
Gives little constructive criticism	Changes behavior on the basis of feelings rather than analysis of task
Praises indiscriminately	Frustrated from lack of direction
Listens and may even "psychologize" student teacher	Feels free to ask questions
Offers little guidance but gives tasks to do	Assumes responsibility for self-direction
May be hypercritical of others in the building	Asks for help but receives little satisfaction
Need for reassurance may cause her to solicit student teacher support	
Interested in feelings	

3. Interactive Conference

This conference style appears to yield the most positive results. It is problem rather than personality centered. The primary emphasis is on improving teaching behavior. Since it requires an open and honest relationship, the activities in this training series are designed to facilitate this conference style.

Each team member should feel free to recommend topics for discussion. Each must be able to offer suggestions for solutions to problems. It is ideas that are to be evaluated. The supervising teacher doesn't feel the need to "put down" the creative ideas of a student teacher to protect a position of authority. The focus is on improved practice rather than position or personalities. Team members share the responsibility for successful conferences.

Obviously the supervising teacher must feel secure enough to

permit and even encourage disagreement. Likewise, the student teacher must be willing to accept other points of view. A student teaching experience cannot be truly effective without an honest interchange between the supervisor and the supervised. Thus, the observable behaviors seen in this conference style will be:

Supervising Teacher	Student Teacher
Gives constructive suggestions and ideas	Offers own ideas
	Clarifies own ideas and actions
Feedback is objective based on student teacher's intentions or accepted analysis measures	Accepts supervisor's questions and suggestions
	Gives suggestions for modification of teaching plan and relations
Supervisor solicits and accepts student teacher's ideas and opinion	
	Reflects on own performance and evaluates according to intended purpose and agreed upon measures for analysis
Praises discriminately	
Guides student teacher in figuring out own problems and teaching strategies	Asks for supervisor's suggestions or ideas
Listens to what student teacher has to say	
Asks for clarification	

CASE STUDY #2: CONFERENCE FEEDBACK

A scheduled conference between Lanora, a fourth grade teacher, and her supervising teacher is about to begin. The conference is to focus on a Social Studies lesson which Lanora has just taught. The supervising teacher took notes during the lesson, audiotaped the presentation and analyzed it for specific behaviors. For their conference, her notes include these comments:

Intentions were to involve pupils in a study of careers in the community; however, teacher did about 80% of the talking

Asked many recall questions, but hesitant to wait for pupils to answer

Involves a few pupils, but most of class appeared uninterested

Did not pick up on two pupils' questions

Knew subject matter well

Ignores misbehavior of two pupils in back of room

Voice at times was too soft; appeared stiff and tense

DEVELOPMENTAL SHEET 5A

CONFERENCE RATING SCALE *
Student Teacher Perception of Own Behavior

In completing this questionnaire, please respond to the questions according to how you perceive your contacts with your supervisor, not how you feel they should be.

Listed below are a number of ways that you might have behaved during conference. Your concern should be the emphasis you placed on particular behaviors. Please place an X in the position you think designates the degree to which a behavior was used.

The categories for rating your behavior usage are (1) very heavy emphasis, (2) fairly heavy emphasis, (3) moderate emphasis, (4) very little emphasis, and (5) no emphasis.

BEHAVIORS	CATEGORIES				
	1	2	3	4	5
1. Accepted supervising teacher's ideas and suggestions					
2. Offered suggestions and ideas					
3. Clarified own ideas and actions					
4. Assessed own teaching performance					
5. Asked for supervising teacher's opinion and ideas					
6. Asked for clarification of ideas					

Now that you have marked how you perceived the behaviors, go back over each item and place an "O" to indicate how you would like to perform.

* Adapted by Elizabeth Kingsley from the Blumberg Rating Scale

DEVELOPMENTAL SHEET 5B

CONFERENCE RATING SCALE *
Student Teacher Perceptions of Supervising Teacher Behavior

In completing this questionnaire, please respond to the questions according to your perceptions of your supervising teacher's behavior during the conference.

Listed below are a number of ways that your supervising teacher might have behaved during conference. Your concern should be the emphasis placed on particular behaviors. Please place an X in the position you think designates the degree to which a behavior was used.

The categories for rating your behavior usage are (1) very heavy emphasis, (2) fairly heavy emphasis, (3) moderate emphasis, (4) very little emphasis, and (5) no emphasis.

BEHAVIORS	CATEGORIES				
	1	2	3	4	5
1. Asked for student teacher's opinion					
2. Asked for clarification of ideas					
3. Accepted student teacher's ideas					
4. Praised student teacher					
5. Gave constructive suggestions about teaching					
6. Gave objective information about teaching behaviors					

Now that you have marked how you perceived the behaviors, go back over each item and place an "O" to indicate desired performance.

* Adapted by Elizabeth Kingsley from the Blumberg Rating Scale

ACTIVITY 6: COMMUNICATION: Awareness of Complexity

A. Objectives

1. The supervising teacher and student teacher will each write at least one disclosure and one feedback statement based on the Johari Window Communication Model.

2. The team will discuss their statements and develop plans for an open communication during the teaching interim.

B. Developmental Process

1. Familiarize yourself with the Johari Window and be knowledgeable of feedback and disclosure techniques.

2. Using Developmental Sheet #6, write disclosure statements that reveal information that is yet unknown to others. It should be self-oriented, pertaining to your feelings about being here, what you're doing, or your responses to the pupils. Then write a feedback statement describing an observation you have made about another's behavior, something about which they are unaware or at least unaware of its effect on others. It may concern the supervisor, pupils, or administration.

3. During conference, share these statements with your supervising teacher.

4. Discuss the Johari Window Model and plan how you can develop open communication as you work together.

C. Materials

Developmental Sheet #6: Focus on Communication

D. Ideas: Focus on Communication

Developing a collaborative relationship with your supervisor involves open communication where relevant ideas about yourself and your present set of circumstances can be exchanged. Increasing the flow of pertinent information can facilitate more effective handling of the situation and at the same time provide greater opportunity for personal and professional development.

The goal of this activity is to provide a schematic view of the total domain of communication and suggest ways to increase the amount

of information needed to cope with the realities of your teaching situation. This model of communication, the Johari Window,* demonstrates how present realities and those yet to be explored can be partially shaped by interactive efforts of those involved.

As one interacts with others, there are four facts about information pertaining to this domain of communication. You have information that is (1) known to self, (2) known to others, (3) not known to self, (4) not known to others. That which is known to self includes personal knowledge of one's views or experiences. This information may be not known to others.

Information known to others would incorporate that which you have shared with others. Your revealed opinions about teaching, education in general, personal likes and dislikes, or future plans are examples.

There may be information held by your friends about you of which you are unaware. Their particular interpretation of you or observations they have made about some unique behavior such as a consistent usage of a speech pattern or ways you rationalize your own desires may be not known to self.

If we draw a "window" using these four basic categories, we can begin to see how handling available data can enhance or inhibit understanding and coping in a situation.

	Known to self	Not known to self
Known to others	Public Arena (Reality)	Blind
Not known to others	Hidden	Unknown

* Luft, J. Of Human Interaction. Palo Alto: National Press Books, 1969.

The first pane represents information which is known to self and also to others, or the public arena. Things you share with others, common knowledge that can be discussed openly and mutually acted on compose the reality of one's interactive situation. Our next area, to the right of the public arena, is made up of that information of which others are aware, but you are not. This area is described as blind, since others see it but you are blind to its content. A third area, information that is hidden from the world but known to you, is labeled hidden. Information not known to you or others defines the unknown.

It is evident from our model that the only area in which effective communication can occur is the public area. If you and your colleague are to deal effectively with issues and events you must have as much information as possible. Your task then becomes to enlarge the amount of information in the public area, decreasing blind spots and undisclosed information and exploring the unknown together.

Two major processes by which data can be fed to the public area are disclosing something that is hidden (disclosure) and feeding back that which has been blind (feedback). As people interact they find themselves using both these processes to make one's views known or to understand the actions of others.

Two kinds of information can be disclosed, that which deals with ideas and that which has to do with one's feelings. Since ideas are relatively more objective, they are easier to disclose. They carry little weight in terms of tension and anxiety. Feelings, being more subjective, represent a more difficult level on which to communicate. However, if our communication is to be truly open, we must move toward this direction. We must be able to use subjective and objective

information in making decisions.

To illustrate the importance of dealing with these feelings in communication, consider what happens when you do something that is offensive to another person and they do not feed this information back to you. Or, if they do something that inhibits you and you don't disclose that to them. In either circumstance, if these behaviors continue, there is a buildup of unfinished business.

Suppose the supervising teacher was a very authoritarian person, and, every time the student teacher talked to her about a problem, she made unilateral decisions. The student teacher would eventually get the message and begin to resent the supervisor's actions. Verbal interactions would move toward an irrational level. The student teacher might decide to reject anything the supervisor said, even when she was right. It is important in an interpersonal relationship not to let unfinished business build up to the point where it begins to affect your handling of the task at hand. To prevent this from occurring, you can try to establish a trust relationship by giving honest disclosure and responsive feedback.

One should be aware that disclosure and feedback of themselves do not guarantee satisfactory problem resolution. It does insure, however, that decisions can be made using realistic data rather than guesses and hunches.

Suppose the supervising teacher reveals her dismay about the student teacher's attitude toward teaching. If the student teacher chooses to say, "Sorry, but that's the way it is." The supervisor then knows a little more realistically what she can expect. However, if the student teacher was unaware others were interpreting her so negatively, she now has occasion to examine the situation

and her actions a little more closely and decide what needs to be done. Without this information, the need for change simply never existed. This awareness does not obligate one to change, but the option is now opened.

It will be beneficial to both the supervising teacher and student teacher to keep in mind four common strategies for dealing with unfinished business. A frequently used one is Flight. The situation is simply avoided. Another way is Pairing. A sympathetic partner is sought out for providing support and sharing general complaints. One may also choose to Fight about the matter. The fourth way is Confrontation which is most often appropriate but least effectively used. It involves leveling with the person involved in the problem and being willing to work responsibly to cope with the demands of the encounter.

DEVELOPMENTAL SHEET #6: FOCUS ON COMMUNICATION

1. My Disclosure Statement

2. My Feedback Statement

3. My Supervising Teacher's Disclosure Statement

4. My Supervising Teacher's Feedback Statement

ACTIVITY 7: FEEDBACK: An Observer Interpretation

A. Objectives

1. The supervising teacher and student teacher will examine an interaction coding system.

2. Team members will pinpoint verbal behaviors designated as indirect teaching and pupil initiated talk.

3. Team members will analyze teaching interaction using an objective coding system.

B. Developmental Process

1. The supervising teacher and student teacher, together or individually, examine the McREL Interaction Analysis category system for classroom interaction. Each will learn to identify specific behaviors characteristic of indirect teaching and pupil initiated talk. Developmental Sheet #7A is to be completed classifying written statements according to the selected categories, 2, 3, 4_1, and 9.

2. After completing the exercise, the team checks and discusses the correct responses for Developmental Sheet #7A. Discuss also the merits of using this coding technique for obtaining objective feedback. Make plans for using this method of teaching analysis.

3. For additional coding practice, a 10-minute teaching segment may be audiotaped, either of the supervisor or student teacher's teaching. Together listen first to the verbal interaction and begin mental pinpointing of behaviors. Then replay the episode for actual coding purposes. Developmental Sheet 7B is provided for coding the frequency of usage of categories 2, 3, 4_1, and 9.

4. Discuss the coded behaviors relative to the audiotaped episode. For greatest effectiveness, we suggest that you work your way through the tape playing and discussing small portions at a time.

C. Materials

Developmental Sheets 7A and 7B
A 10-minute audiotaped segment of classroom teaching
McREL Interaction Analysis categories

D. Ideas: Focus on Feedback

Good interpersonal relations help to establish good work relations which in turn determine the quality of your teaching-learning

experience. With good relations, your team will be able to discuss openly events and behaviors that occur. However, as transactions with others and the class occur, you will at times feel the need for a check on accuracy of perceptions. Subjective assessment has its place, but there is also a need for more specific measures or objective data. One way of generating descriptive "data" about teaching-learning interaction that has been effectively used is a category coding system.

The Flanders' System of Interaction Analysis is probably the most popular system developed for viewing and analyzing the domain of teacher-pupil verbal behaviors. The system attends to the classroom socio-emotional climate and the verbal transactions between teacher and pupil that facilitate or hinder interaction. Since it is felt that a teacher's statements and actions largely determine the interactions occurring in the classroom, the focus is primarily on teacher statements. It describes teacher behaviors as direct or indirect. Indirect teacher behaviors are defined as those that encourage pupil participation, whereas direct behaviors discourage becoming involved.

This recording system contains ten categories of behaviors for describing verbal interaction in a teaching situation. A person trained to use this system can observe and code every three seconds the verbal statements that occur.

The McREL Interaction Analysis (MIA) instrument is an adaptation of Flanders developed by the Mid-continent Regional Educational Laboratory to evaluate the Cooperative Urban Teacher Education program. This modified version of Flanders again gives attention only to verbal interaction but attempts to give increased attention to inquiry or

problem-solving behaviors. Observe the categories for this coding system on the following page.

Accepting someone's feelings (1) by saying, "You seemed to enjoy the field trip," makes that person feel good. He gets the impression you are sensitive to his feelings and care enough to communicate it. Praising (2) a pupil's work or ideas is encouraging. Telling Mary she did an excellent job in working a very difficult math problem encourages her to continue trying and lets her know you wish to hear more from her.

Accepting another person's ideas and using them (3) also encourages participation. You've had the experience of contributing your thought during group discussion and having the leader pick one of your ideas for discussion. You've also had the reverse experience where your raised hand has been ignored or your statement not acknowledged. You were probably motivated more by the positive comment.

Recall questions (4) generally require more prescribed pupil responses, whereas probing questions (4_1) encourage pupils to contribute their own ideas. Questions of both kinds can cause a certain amount of hesitancy or even uncomfortableness for a pupil. However, questioning that creates puzzled looks generally indicates pupils are wrestling with some ideas that appear to be in conflict and, if these ideas are of concern to pupils, some creative problem-solving behavior may come forth.

If the teacher is giving facts or opinions (5), then the students are not. There is nothing basically wrong with a teacher giving information. However, it does imply that pupils are relatively passive while the teacher is talking. With the giving of directions (6), the scope of pupils' participation is narrowed. Category 6 is always

McREL INTERACTION ANALYSIS CATEGORIES

TEACHER TALK	INDIRECT INFLUENCE	1. Teacher Accepts Feeling: The teacher accepts and clarifies the feeling of a pupil in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included. 2. Teacher Praises or Encourages: The teacher praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hum?" or "go on" are included. 3. Teacher Accepts or Uses Ideas of Pupils: The teacher accepts, clarifies and/or incorporates into on-going activity the ideas suggested by a pupil; as the teacher brings more of his own ideas into play, category five (5) is recorded. 4. Teacher Asks Recall Questions: The teacher asks a question about who, where, when or what. 4_1. Teacher Asks Probing Questions: The teacher asks for further amplification or asks indirectly for further explanation. It would include questions asking to describe, explain or interpret (how and why).
	DIRECT INFLUENCE	5. Teacher Gives Information: The teacher gives facts or opinions about content or procedures, lectures, expressions of his own ideas and the asking of rhetorical questions are included; also included are orienting, demonstrating and modeling behaviors. 6. Teacher Gives Directions: The teacher gives a direction, command, or order with the intent that a pupil comply. 7. Teacher Criticizes or Justifies Authority: The teacher makes statements intended to change pupil behavior to what the teacher feels is a more acceptable pattern; criticizes pupil behavior, not necessarily negative criticism; states why he's doing what he's doing: engages in extreme self-reference.
STUDENT TALK		8. Pupil Response: Talk by a pupil in response to the teacher; the teacher initiates the contact or solicits the pupil's statement. 8_1. Pupil Reading: Pupil reading (or singing) aloud if it is associated with a teacher assignment. If it is an original or "research" report he is reading, record a nine (9). 9. Pupil Initiates Talk: Talk by a pupil which indicates his own ideas, suggestions, opinions or criticisms that do not appear to be solicited by the teacher and/or changes the frame of reference established by the teacher, may include questions about procedures.
		10. Constructive Activity without distinct observable verbal interaction. 11. Disruptive Silence or Confusion: Does not direct activity to an acceptable learning objective. 12. Indicates different pupil talking following a first pupil speaker (to indicate an exchange between pupils).

There is NO scale implied by these numbers. Each number is classificatory, it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

followed by a required observable response on the part of the pupil, e.g., "John, close the door." Criticism or justification of action (7) is another way of limiting the way pupils behave. This category includes any teacher effort to modify a pupil's response. It includes constructive criticism.

When a student participates in the classroom, he is usually responding individually or in unison to a teacher's statement or is initiating his own contribution. A teacher's recall question (4) calls for a memory or "right" answer pupil response. These would be questions like "Who invented the airplane?" or "How many marbles are in this set?" Pupil response (8) can generally be labeled right or wrong. Pupil reading or responding in unison is labeled 8_1. In category 9, pupil response is self-initiated and therefore is not predictable. A statement like "Why do you believe the Vietnam War was a mistake?" is a probing teacher question with no predictable pupil answer.

Categories 10 and 11 are catch-all categories designating periods of silence or confusion that occur occasionally during verbal interchanges. The last category (12) denotes that pupils are talking to each other or in sequence. A 12 is placed between two 9's to indicate there is a change in pupils talking.

This system for analyzing interaction provides a very useful tool for getting objective "data" about classroom interaction. However, it requires considerable practice to achieve reliability and it also requires practice in recording behavior at three-second intervals as Flanders originally recommended. We introduce this total system partially to help us keep in mind the complexity of the interaction we are seeking to comprehend and develop. Since our

interest is primarily to develop problem-solving, interactive behaviors; from this point on we will focus on indirect teaching behaviors and those that encourage pupil initiated talk. Thus, our concern will be with categories 2, 3, 4_1, and 9. We are also concerned only with the number of times these teacher and pupil behaviors occur rather than with identifying them at three-second intervals. The following examples deal more specifically with these categories of behaviors.

Definition of Category 2

TEACHER PRAISES OR ENCOURAGES. The teacher praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; saying "um hum?" or "go on" are included if these are meaningful but not if they are given mechanically. Letting the pupil know why approval is given is the best encouragement.

Examples:

1. That is a good response, Mary, because you explained your reason.

2. John,you have a good idea. Would you like to tell us more about it?

Definition of Category 3

TEACHER ACCEPTS OR USES IDEAS OF PUPILS. The teacher accepts, clarifies and/or incorporates into ongoing activity the ideas suggested by a pupil; as the teacher brings more of his own ideas into play, category five (5) is recorded.

Examples:

1. Jan just suggested that we have a class planning time to discuss playground activities. What do the rest of you think of this idea?

2. Junior, it seems you were telling us that cities are becoming overcrowded. Is that what you mean?

Definition of Category 4

TEACHER ASKS PROBING QUESTIONS. The teacher asks for further amplification or asks indirectly for further explanation. It would include questions asking to describe, explain or interpret.

Examples:

1. Since you say Columbus discovered America, perhaps you can tell us what you mean by "discovered" and what he found when he arrived?

2. John, you mentioned the peace settlement. What are some of the factors you see involved in enforcing the agreement?

Definition of Category 9

PUPIL INITIATES TALK. Talk by a pupil which indicates his own ideas, suggestions, opinions or criticisms that do not appear to be solicited by the teacher and/or changes the frame of reference established by the teacher, may include questions about procedures.

Examples:

1. Mrs. Jones, I was wondering if we could plan a class trip to the dairy?

2. Well, I don't think that's right, because my dog learned differently. He always . . .

DEVELOPMENTAL SHEET #7A: FOCUS ON FEEDBACK

Please place appropriate category numbers in spaces provided by examples which follow:

(Teacher) In flying over cities from Baltimore to Kansas City, the view was not clear.

(Pupil) I know why. . . it's pollution.

a._____ (Teacher) That's right, it was because of the smoke and fog or as you called it--pollution.

b._____ (Teacher) Kathy, can you tell us why the air over Kansas City is polluted?

c._____ (Pupil) For a number of reasons. We have many industries along the river. While they have been working on screening out pollutants. .

d._____ (Teacher) Very good, Kathy. You seem to have a very thorough understanding about industries' problems.

e._____ (Teacher) Rodney, you talked about smelling the wind and that this was caused by the impurities that travel with it.

f._____ (Pupil) When the wind comes from the south, our community has the smell of roasted peanuts.

g._____ (Teacher) Can you suggest some things the average citizen can do to insure that industry handles their wastes appropriately?

h._____ (Pupil) For one thing, we can write letters to or petition the owners. If this doesn't work, we can appeal to local and state legislative bodies to enforce present policies or make new ones.

i._____ (Teacher) Right, Craig.

j._____ (Teacher) Communities generally do have some kind of policy for disposing of waste, though it's true some of them are not followed.

k._____ (Teacher) How could we find out something about policies for our area?

l._____ (Pupil) I suppose we could start with the people who make these decisions at city hall.

m._____ (Pupil) The industries themselves could tell us about what they have to do.

n._____ (Pupil) We could talk to the men who pick up trash.

o._____ (Pupil) Why don't they have some rules for cars and airplanes?

p._____ (Teacher) That's a good question, Alan.

q._____ (Teacher) Can anyone answer it?

r._____ (Pupil) That would be a hard thing to control, wouldn't it?

s._____ (Teacher) Why do you say that?

t._____(Teacher) It would require a lot of change, but go ahead, tell us why you think that.

See Developmental sheet 7B for key

DEVELOPMENTAL SHEET #7B: FOCUS ON FEEDBACK

Category	Tallies	Total
2 Teacher Praises or Encourages	T_1	
	T_2	
3 Teacher Accepts and Uses Pupil Ideas	T_1	
	T_2	
4_1 Teacher Asks Probing Questions	T_1	
	T_2	
9 Pupil Initiates Ideas	T_1	
	T_2	

GENERAL COMMENTS

KEY: Coding sequence for written statements in Developmental Sheet #7A:
a. 3; b. 4_I c. 9; d. 2; e. 3; f. 9; g. 4_I h. 9; i. 2; j. 3; k. 4_I
l. 9; m. 9; n. 9; o. 9; p. 2; q. 4_I; r. 9; s. 4_I; t. 3

ACTIVITY 8: A MODEL FOR INTERACTION: Plan, Act and Assess

A. Objectives

1. The supervising teacher and student teacher will develop a working knowledge of one model for interaction.

2. Team members will discuss and agree upon a suitable lesson plan format to be used during student teaching.

3. The student teacher will prepare a tentative lesson plan to be used in Activity 9.

B. Developmental Process

1. The supervising teacher and student teacher independently read and become familiar with the model for supervisor-student teacher interaction.

2. During conference, examine and discuss the model for interaction and its feasibility.

3. The supervising teacher and student teacher discuss and agree upon a suitable lesson plan format to be used in student teaching.

4. Follow-up: The student teacher will prepare a lesson plan to be implemented during the next teaching session. The lesson plan should be 5-10 minutes in length.

C. Materials

Those essential for planning (paper, pencil, etc.)

D. Ideas: Focus on Interaction

Activities to this point have stressed behaviors and the kinds of relationships that can evolve as a result of effective communication. This emphasis was designed to help you consider carefully basic factors that influence a relationship and to set the stage for more harmonious interaction.

Based on the concepts you have gained, you are now ready to incorporate these into a general model for interaction in the preparation, implementation and evaluation of teaching plans and procedures.

SUPERVISOR-STUDENT TEACHER MODEL FOR INTERACTION

INTENT

1. Student Teacher Plans: The student teacher gathers materials and determines objectives and instructional strategies for a plan.

2. Pre-teaching Conference: The supervising teacher and student teacher discuss the plan so that the supervisor is aware of the student teacher's intentions.

ACTION

3. Student Teacher Implements Plan: The student teacher teaches and the supervisor records what happened. The supervisor may use her own notations, audiotape, videotape, and/or an interaction coding system to record the teaching events.

FEEDBACK

4. Review and Analysis: Jointly or separately, the supervisor and student teacher review and analyze the teaching process. The supervisor may code verbal interaction from playback of the recording. The advantage in coding at this time is that the tape can be stopped any number of times to check accuracy. Coding and other recordings can be used along with supervisor's notations as data for decision-making during conference.

5. Post-teaching Conference: Supervising teacher and student teacher examine data. Decisions are made as to whether the student teacher's actions were congruent with intentions and whether modification of instructional strategies, materials, and/or objectives is needed. Intentions and/or actions may be modified.

As you can see, the Supervisor-Student Teacher Model for Interaction presents a five-stage developmental sequence for interaction during planning, teaching and assessment. The five-stage sequence moves through phases of establishing one's intention, putting plans into action, and gathering feedback about the results.

The initial stages of this model are concerned with clarifying intentions. Development of a lesson plan begins the sequence. This phase can be viewed as an early stage of problem-solving. The student teacher hypothesizes the merits of an instructional strategy and gathers information to support this decision. The pre-teaching conference provides a time for discussion and clarification before the plan is tried. Unless the plan is obviously inappropriate the supervising teacher should make minimum alterations.

While the student teacher puts the plan into action, the supervisor records what is happening. Along with notations the supervisor makes, she may use an audiotape, videotape, or an interaction coding system to recapture the teaching events.

After the lesson is taught, the supervising teacher and student teacher, together or separately, review and analyze the teaching segment. The data at this point is reviewed not to make judgments but to see what happened. The action is examined to obtain relevant feedback regarding congruency between intentions and action.

During the post-teaching conference, the supervising teacher and student teacher examine the data together and make instructional decisions based on that feedback. Strong points and areas for modification are determined.

The intent, action, feedback process becomes a cyclical process in that feedback helps to cultivate a new and, hopefully, improved set of intentions which in turn serves to improve the teaching performance. This model is designed to enable a student teacher to narrow the discrepancy between what is intended and what is done. Thus, it is imperative that "good" descriptive data be available.

ACTIVITY 9: INTERACTION: Implementation of the Model

A. Objectives

1. The supervising teacher and student teacher will become aware of conference structures that will facilitate interaction.

2. The team will implement the five stages of the model for supervisor-student teacher interaction.

3. The team will evaluate and discuss the outcomes of implementation efforts relative to the prescriptive behaviors and models.

B. Developmental Process

1. The supervising teacher and student teacher will study the recommended structure for pre- and post-teaching conferences that will facilitate interactive behaviors.

2. Team members will hold a pre-teaching conference to discuss the student teacher's lesson plan.

3. The student teacher teaches the planned lesson and the supervising teacher observes, makes notations, and records this session with the interaction coding system designated in Developmental Sheet #9A and with audiotape or videotape. The lesson may be coded while it is being taught and/or during the playback of the recording.

4. The supervising teacher and student teacher review and analyze the teaching segment. This may be done jointly or independently.

5. The supervising teacher and student teacher hold a post-teaching conference to examine the descriptive data about the teaching segment and determine areas of strengths and needed modification. This conference is to be recorded also for review and analysis.

6. The supervisor and student teacher rate the conference for kinds of behaviors used. Developmental Sheets #9B and 9C are to be used for this purpose.

C. Materials

Student teacher lesson plan and materials essential for teaching Developmental Sheets #9A, 9B and 9C

D. Ideas: Focus on Implementation

At this point you have become aware of behaviors that can facilitate interactive teaching and improve work relationships.

You have an understanding of a model for interaction upon which to base future collaborative activities. You are now ready to take the accumulated information, integrate it, and use it in activities that will help you develop additional skills.

This portion of the training sequence takes you through the five stages of the Supervisor-Student Teacher Model for Interaction. You will be asked to conduct a pre- and post-teaching conference. As you conduct these conferences, consider the suggested structure provided for you. This structure has been delineated to facilitate use of desired interactive behaviors.

1. The Pre-Teaching Conference

   a. The supervising teacher and student teacher establish rapport with each other.

   b. The student teacher explains the content of the lesson plan to insure that her intentions are clearly understood.

   c. The supervising teacher reviews what she hears the student teacher saying so that a mutual understanding is reached.

   d. The supervising teacher questions the student teacher where further interpretation or clarification is needed.

   e. The student teacher asks for additional information or help in improving the plan.

   f. The supervising teacher supplies information as needed, makes suggestions where appropriate, and approves the plan.

2. Implementing the Plan

   The supervising teacher observes the student teacher and records the verbal interaction. The supervisor, drawing from her experience, observes the teaching style as the lesson is conducted. She will also pinpoint behaviors designated by the McREL Interaction Analysis. Depending on equipment available, the session should be audio or videotaped for objective feedback data.

3. Review and Analysis

Depending on the work situation and the preference of the team, the teaching performance will be reviewed and analyzed jointly or independently. The team will check primarily for congruity between intent and action and for use of teaching behaviors designated in Activity 7.

4. Post-Teaching Conference

The supervisor and student discuss the outcomes of the teaching segment. Decisions are made regarding areas for adjustment. Intentions, actions, behavior, strategies, materials, timing, and pupil management are some major areas for concern as the lesson is being reviewed.

The following is a suggested structure for this conference:

a. Establish rapport with each other.

b. The student teacher reflects upon the teaching lesson, analyzing it according to congruence between intended objectives and what actually occurred.

c. The supervising teacher reviews what she hears the student teacher saying to assure understanding.

d. The supervising teacher questions (probing, elaborating, challenging) the student teacher asking for interpretation or clarification of certain aspects of the teaching.

e. The supervisor evaluates the lesson providing information regarding her own viewpoint and asks for student's reactions to these.

f. The student teacher and supervisor further evaluate the recorded objective data.

g. The student teacher is asked to discuss areas for modification for the lesson plan.

h. The supervising teacher and student teacher summarize the conference and discuss ways to improve these sessions. Each person will rate the conference using the prescribed rating scale.

Implement the five stages of the interaction model and give particular attention to the recommended conference activities. After you have completed a discussion of teaching behaviors, we recommend you rate the conference before you replay the audio-tape of the conference itself. This will permit getting your impressions before they have been influenced by your supervising teacher.

DEVELOPMENTAL SHEET #9A: FOCUS ON IMPLEMENTATION

Category	Tallies	Total
2 Teacher Praises or Encourages	T_1	
	T_2	
3 Teacher Accepts and Uses Pupil Ideas	T_1	
	T_2	
4_1 Teacher Asks Probing Questions	T_1	
	T_2	
9 Pupil Initiates Ideas	T_1	
	T_2	

GENERAL COMMENTS

DEVELOPMENTAL SHEET #9B:

CONFERENCE RATING SCALE *
Student Teacher Perception of Own Behavior

In completing this questionnaire, please respond to the questions according to how you perceive your contacts with your supervisor, not how you feel they should be.

Listed below are a number of ways that you might have behaved during conference. Your concern should be the emphasis you placed on particular behaviors. Please place an X in the position you think designates the degree to which a behavior was used.

The categories for rating your behavior usage are (1) very heavy emphasis, (2) fairly heavy emphasis, (3) moderate emphasis, (4) very little emphasis, and (5) no emphasis.

BEHAVIORS	CATEGORIES				
	1	2	3	4	5
1. Accepted supervising teacher's ideas and suggestions					
2. Offered suggestions and ideas					
3. Clarified own ideas and actions					
4. Assessed own teaching performance					
5. Asked for supervising teacher's opinion and ideas					
6. Asked for clarification of ideas					

Now that you have marked how you perceived the behaviors, go back over each item and place an "O" to indicate how you would like to perform.

* Adapted by Elizabeth Kingsley from the Blumberg Rating Scale

DEVELOPMENTAL SHEET 9C

CONFERENCE RATING SCALE *
Student Teacher Perceptions of Supervising Teacher Behavior

In completing this questionnaire, please respond to the questions according to your perceptions of your supervising teacher's behavior during the conference.

Listed below are a number of ways that your supervising teacher might have behaved during conference. Your concern should be the emphasis placed on particular behaviors. Please place an X in the position you think designates the degree to which a behavior was used.

The categories for rating your behavior usage are (1) very heavy emphasis, (2) fairly heavy emphasis, (3) moderate emphasis, (4) very little emphasis, and (5) no emphasis.

BEHAVIORS	CATEGORIES				
	1	2	3	4	5
1. Asked for student teacher's opinion					
2. Asked for clarification of ideas					
3. Accepted student teacher's ideas					
4. Praised student teacher					
5. Gave constructive suggestions about teaching					
6. Gave objective information about teaching behaviors					

Now that you have marked how you perceived the behaviors, go back over each item and place an "O" to indicate desired performance.

* Adapted by Elizabeth Kingsley from the Blumberg Rating Scale

ACTIVITY 10: INTEGRATION: Development of a Plan

A. Objectives

1. The supervising teacher and student teacher will develop plans for implementing ideas and developing skills congruent with this training series.

2. Participants will share and discuss plans developed.

B. Developmental Process

1. The supervising teacher and student teacher will review the training experience. They will draft a tentative student teaching plan for the remainder of the term. This plan should include the full range of teaching responsibilities. Developmental Sheets 10A and 10B will serve in the development of the plan.

2. Team members will discuss implementation of the plan. The original plan is tentative and can be adjusted during the term according to the wishes of the team.

C. Materials

Developmental Sheets #10A and 10B

D. Ideas: Focus on Planning

At the completion of these activities, you will have acquired a useful array of skills. We suggest you review these ideas with your supervising teacher and integrate the concepts into a tentative sequence of activities for the remainder of the term. Developmental sheets #10A and 10B will help focus your planning.

You will want to reconsider your expectations and your procedures for their accomplishment. What interactions should you experience and how can you evaluate outcomes.

By this time you have observed your supervising teacher and assumed some teaching responsibility. What are your strengths? On what activities and subjects do you wish to concentrate initially?

Most student teachers want to begin in those areas where they are most capable. Where do you need improvement most? Know your weaknesses and plan to concentrate on them after you have developed some confidence.

Is your conference schedule satisfactory? By this time, you are aware of the benefits gained from time spent together in planning, evaluating and sharing ideas. It is our conviction that each professional person is a potential resource for ideas. As you pool your knowledge with that of other professionals, a larger store of information becomes available for the improvement of educational practice.

Our intentions have been to help you develop an effective and productive relationship during the student teaching term. We hope your experiences will prove that our intentions and your actions are congruent.

DEVELOPMENTAL SHEET #10A: FOCUS ON PLANNING

THE SITUATION: Supervisor-Student Teacher Involvement

EXPECTATIONS: What do you want to happen?

PROCEDURE: How will you do this?

Time Sequence: (See Developmental Sheet 10B)

Interactions: Behaviors you will emphasize?

Within the Team:

With pupils:

With other staff members and administration:

OUTCOMES: How will you review and analyze your efforts?

Conference:

Teaching:

How will you know if you are successful?

DEVELOPMENTAL SHEET #10B: FOCUS ON PLANNING

Monthly schedule for Planning Student Teaching Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY